



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 5

Test Date: March 2009
Code: 12281605
SAU: MSAD 34
School: Ames Elementary School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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SUMMARY OF SCORES

Test Date: March 2009

Grade: 5

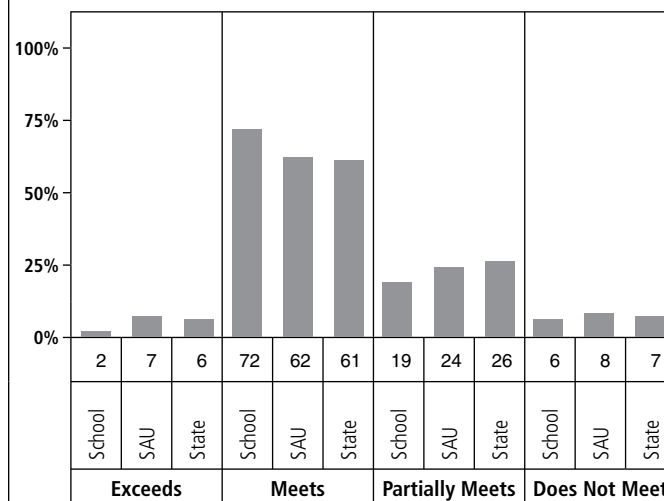
SAU: MSAD 34

School: Ames Elementary School

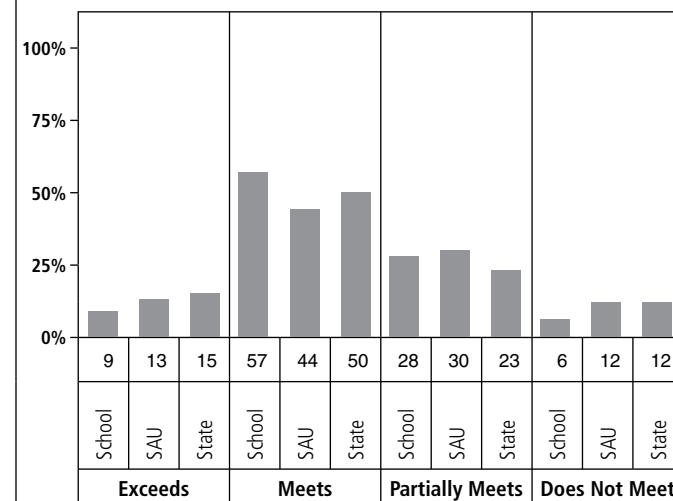
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	542	541	544
2007–2008	543	543	545
2008–2009	546	545	546
Cum. Avg.*	544	543	545
Mathematics			
2006–2007	542	540	546
2007–2008	538	540	546
2008–2009	545	544	547
Cum. Avg.*	542	541	546
Science			
2008–2009 **	544	543	543

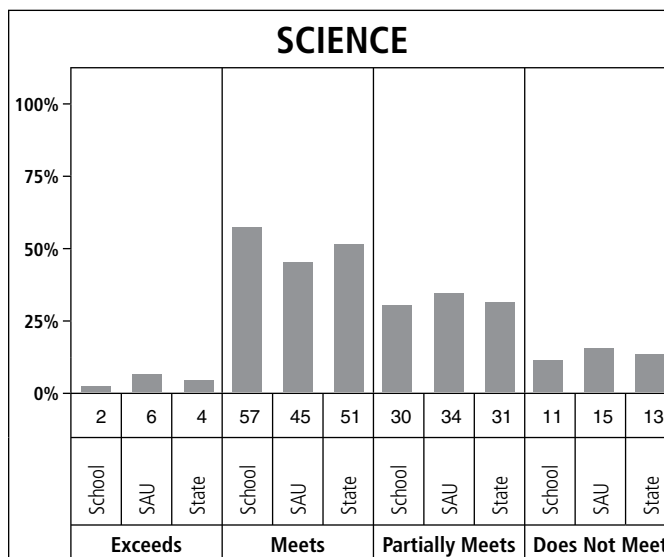
ELA – READING



MATHEMATICS



SCIENCE



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

**Because science testing moved from grade 4 to grade 5 in March 2009, science standards were reset and therefore no historical data are available.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 5
SAU: MSAD 34
School: Ames Elementary School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
	School		SAU		State		ELA-Reading						Mathematics						Science					
	n		n		n		n		n		n		n		n		n		n		n		n	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Total number of students	48	100	139	100	14212	100	48	100	139	100	14135	100	48	100	139	100	14144	100	48	100	139	100	14137	100
Ethnicity African American/Black	1	2	3	2	397	3	1	100	3	100	388	98	1	100	3	100	393	99	1	100	3	100	389	98
American Indian or Native Alaskan	0	0	2	1	110	1	0	0	2	100	110	100	0	0	2	100	110	100	0	0	2	100	110	100
Asian or Pacific Islander	0	0	1	1	259	2	0	0	1	100	253	98	0	0	1	100	258	100	0	0	1	100	257	99
Hispanic	1	2	1	1	175	1	1	100	1	100	172	99	1	100	1	100	172	99	1	100	1	100	173	99
Caucasian/White	46	96	132	95	13271	93	46	100	132	100	13212	100	46	100	132	100	13211	100	46	100	132	100	13208	100
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Identified disability	7	15	34	24	2479	17	7	100	34	100	2454	100	7	100	34	100	2455	100	7	100	34	100	2451	99
Current LEP	1	2	1	1	374	3	1	100	1	100	359	96	1	100	1	100	370	99	1	100	1	100	366	98
Economically disadvantaged	18	38	65	47	5848	41	18	100	65	100	5815	100	18	100	65	100	5819	100	18	100	65	100	5812	100
Migrant	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100	0	0	0	0	8	100

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State	
	n		n		n		n		n		n		n		n		n	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Participation without accommodations	45	94	113	81	10849	76	45	94	113	81	10872	76	45	94	113	81	10976	77
Identified disability (PET/IEP)	4	9	9	8	298	3	4	9	9	8	307	3	4	9	9	8	338	3
LEP	0	0	0	0	170	2	0	0	0	0	169	2	0	0	0	0	177	2
504 plan	0	0	0	0	123	1	0	0	0	0	121	1	0	0	0	0	126	1
Participation with accommodations	2	4	25	18	3122	22	2	4	25	18	3124	22	2	4	25	18	3019	21
Identified disability (PET/IEP)	2	100	24	96	1992	64	2	100	24	96	2000	64	2	100	24	96	1971	65
LEP	0	0	0	0	184	6	0	0	0	0	196	6	0	0	0	0	184	6
504 plan	0	0	1	4	84	3	0	0	1	4	86	3	0	0	1	4	81	3
Other	0	0	1	4	907	29	0	0	1	4	886	28	0	0	1	4	826	27
Participation through alternate assessment (PAAP)	1	2	1	1	164	1	1	2	1	1	148	1	1	2	1	1	142	1
Identified disability (PET/IEP)	1	100	1	100	164	100	1	100	1	100	148	100	1	100	1	100	142	100
LEP	1	100	1	100	5	3	1	100	1	100	5	3	1	100	1	100	5	4
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	0	0												
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	19	0	0	0	0	0	20	0
Non-participation – other	0	0	0	0	58	0	0	0	0	0	49	0	0	0	0	0	55	0

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 5
SAU: MSAD 34
School: Ames Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 562–580)	2006-2007	0	0	1	1	702	5
	2007-2008	1	3	3	3	659	5
	2008-2009	1	2	9	7	836	6
	Cum. Total*	2	2	13	3	2197	5
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 542–560)	2006-2007	19	58	60	49	7730	55
	2007-2008	25	63	70	59	8195	58
	2008-2009	34	72	85	62	8495	61
	Cum. Total*	78	65	215	57	24420	58
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 532–540)	2006-2007	10	30	42	34	4182	30
	2007-2008	11	28	33	28	3800	27
	2008-2009	9	19	33	24	3667	26
	Cum. Total*	30	25	108	28	11649	28
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 500–530)	2006-2007	4	12	19	16	1419	10
	2007-2008	3	8	13	11	1362	10
	2008-2009	3	6	11	8	973	7
	Cum. Total*	10	8	43	11	3754	9

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	48	100	31.3	65.2	30.6	63.8	30.8	64.2
A1/A2 Interconnected Elements/Literary Text	24	50	15.1	62.9	14.8	61.7	15.0	62.5
A1/A3 Interconnected Elements/Informational Text	24	50	16.1	67.1	15.8	65.8	15.8	65.8

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:
<http://www.maine.gov/education/lres/pei/index.html>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009

Grade: 5

SAU: MSAD 34

School: Ames Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	47	1	2	34	72	9	19	3	6	546	138	7	62	24	8	545	13971	6	61	26	7	546
Ethnicity																						
African American/Black	1										3						381	2	44	31	23	540
American Indian or Native Alaskan	0										2						110	0	48	38	14	541
Asian or Pacific Islander	0										1						252	11	58	21	11	547
Hispanic	0										0						166	4	54	32	10	543
Caucasian/White	46	1	2	33	72	9	20	3	7	546	132	6	62	23	8	545	13062	6	62	26	6	546
Not Reported	0										0						0					
Identified disability																						
Yes	6	0	0	1	17	2	33	3	50	533	33	0	24	42	33	535	2290	0	29	47	23	537
No	41	1	2	33	80	7	17	0	0	548	105	9	73	18	0	548	11681	7	67	22	4	548
Current LEP																						
Yes	0										0						354	1	35	34	30	538
No	47	1	2	34	72	9	19	3	6	546	138	7	62	24	8	545	13617	6	61	26	6	546
Economically disadvantaged																						
Yes	18	0	0	12	67	4	22	2	11	543	65	3	52	34	11	542	5716	2	51	35	12	542
No	29	1	3	22	76	5	17	1	3	547	73	10	70	15	5	548	8255	9	67	20	4	548
Migrant																						
Yes	0										0						8	0	38	25	38	538
No	47	1	2	34	72	9	19	3	6	546	138	7	62	24	8	545	13963	6	61	26	7	546
Gender																						
Female	21	1	5	16	76	4	19	0	0	547	62	6	61	26	6	545	6882	8	62	24	6	547
Male	26	0	0	18	69	5	19	3	12	545	76	7	62	22	9	546	7089	4	60	28	8	545
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1914	1	41	44	14	540
No	47	1	2	34	72	9	19	3	6	546	138	7	62	24	8	545	12057	7	64	23	6	547
Gifted/talented program																						
Yes	0										0						450	26	72	2	0	557
No	47	1	2	34	72	9	19	3	6	546	138	7	62	24	8	545	13521	5	60	27	7	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 5

SAU: MSAD 34

School: Ames Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										2	0	33	33	33	533	4	2	40	34	24	540
B. less than one hour	68	0	0	23	72	7	22	2	6	546	58	4	58	30	9	544	70	6	63	26	6	546
C. one to two hours	32	1	7	11	73	2	13	1	7	546	39	11	70	15	4	548	24	7	61	26	6	546
D. more than two hours	0										1	0	0	0	100	524	2	4	42	33	21	541
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	36	1	6	13	76	2	12	1	6	548	43	15	67	12	7	549	36	10	67	18	5	549
B. good	57	0	0	19	70	6	22	2	7	545	42	0	62	31	7	544	47	5	62	27	6	546
C. fair	6	0	0	2	67	1	33	0	0	543	13	0	44	39	17	538	15	2	47	40	12	541
D. poor	0										1	0	50	50	0	542	2	0	30	46	24	537
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	39	1	6	12	67	4	22	1	6	546	25	12	62	21	6	547	31	9	65	20	5	548
B. They match some of what I have learned.	48	0	0	19	86	2	9	1	5	548	65	5	68	19	8	546	55	5	63	27	5	546
C. They match just a little of what I have learned.	9	0	0	2	50	2	50	0	0	541	7	10	20	70	0	540	10	3	45	38	14	542
D. There is no match.	4	0	0	1	50	1	50	0	0	545	3	0	50	50	0	545	3	1	31	41	27	537
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	11	0	0	2	40	3	60	0	0	543	10	0	43	50	7	542	16	3	49	32	15	542
B. about the same as my regular schoolwork	72	1	3	25	76	5	15	2	6	546	70	5	66	21	7	545	64	7	63	25	5	547
C. easier than my regular schoolwork	17	0	0	7	88	1	13	0	0	551	19	15	58	23	4	550	20	5	62	26	7	546
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	4	0	0	0	0	1	50	1	50	528	9	0	33	33	33	536	10	1	33	42	24	538
B. Most of the passages were about the same as what I normally read.	39	0	0	13	72	4	22	1	6	545	49	3	58	31	7	544	52	4	61	29	6	545
C. Most of the passages were easier than what I normally read.	57	1	4	21	81	4	15	0	0	549	42	12	72	14	2	550	38	10	68	18	4	549
How much time do you spend reading at home each day?																						
A. more than one hour	15	0	0	5	71	2	29	0	0	548	20	15	56	22	7	547	20	10	64	21	5	548
B. 20 minutes to an hour	78	1	3	28	78	6	17	1	3	547	68	4	69	20	6	546	56	7	65	24	5	547
C. less than 20 minutes	0										6	13	50	38	0	546	10	3	52	33	12	543
D. I rarely read at home.	7	0	0	1	33	1	33	1	33	537	7	0	22	56	22	535	14	1	46	38	14	541
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	11	0	0	3	60	2	40	0	0	543	13	0	44	50	6	540	25	3	53	33	11	543
B. six to ten pages	24	0	0	9	82	1	9	1	9	547	18	0	75	13	13	545	26	6	61	26	7	546
C. eleven or more pages	65	1	3	22	73	6	20	1	3	547	69	10	62	22	7	547	49	8	65	23	5	547
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 5
SAU: MSAD 34
School: Ames Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 562–580)	2006-2007	0	0	6	5	1711	12
	2007-2008	1	3	2	2	1617	12
	2008-2009	4	9	18	13	2119	15
	Cum. Total*	5	4	26	7	5447	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 542–560)	2006-2007	20	61	50	41	6778	48
	2007-2008	14	35	52	44	7284	52
	2008-2009	27	57	61	44	7046	50
	Cum. Total*	61	51	163	43	21108	50
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 530–540)	2006-2007	10	30	43	36	3884	28
	2007-2008	16	40	41	34	3341	24
	2008-2009	13	28	42	30	3193	23
	Cum. Total*	39	33	126	33	10418	25
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 500–528)	2006-2007	3	9	22	18	1683	12
	2007-2008	9	23	24	20	1778	13
	2008-2009	3	6	17	12	1638	12
	Cum. Total*	15	13	63	17	5099	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	48	100	24.4	50.8	24.0	50.0	25.5	53.1
A. Number	18	38	10.2	56.7	9.2	51.1	9.8	54.4
B. Data	10	21	4.3	43.0	5.0	50.0	5.2	52.0
C. Geometry	10	21	4.2	42.0	4.2	42.0	4.7	47.0
D. Algebra	10	21	5.7	57.0	5.6	56.0	5.7	57.0

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009

Grade: 5

SAU: MSAD 34

School: Ames Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	47	4	9	27	57	13	28	3	6	545	138	13	44	30	12	544	13996	15	50	23	12	547
Ethnicity																						
African American/Black	1										3						385	6	35	28	30	537
American Indian or Native Alaskan	0										2						110	5	42	34	20	540
Asian or Pacific Islander	0										1						257	19	50	20	12	548
Hispanic	0										0						166	9	43	31	17	543
Caucasian/White	46	4	9	26	57	13	28	3	7	545	132	14	43	31	12	545	13078	15	51	23	11	547
Not Reported	0										0						0					
Identified disability																						
Yes	6	0	0	1	17	3	50	2	33	529	33	3	15	48	33	532	2307	3	32	32	33	536
No	41	4	10	26	63	10	24	1	2	548	105	16	53	25	6	548	11689	17	54	21	8	549
Current LEP																						
Yes	0										0						365	5	33	30	32	536
No	47	4	9	27	57	13	28	3	6	545	138	13	44	30	12	544	13631	15	51	23	11	547
Economically disadvantaged																						
Yes	18	1	6	11	61	4	22	2	11	543	65	8	40	32	20	540	5731	7	46	29	18	542
No	29	3	10	16	55	9	31	1	3	547	73	18	48	29	5	549	8265	21	53	19	7	550
Migrant																						
Yes	0										0						8	0	38	50	13	540
No	47	4	9	27	57	13	28	3	6	545	138	13	44	30	12	544	13988	15	50	23	12	547
Gender																						
Female	21	1	5	14	67	4	19	2	10	544	62	8	47	29	16	542	6889	14	51	23	12	546
Male	26	3	12	13	50	9	35	1	4	546	76	17	42	32	9	547	7107	16	50	23	11	547
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1918	3	39	36	22	539
No	47	4	9	27	57	13	28	3	6	545	138	13	44	30	12	544	12078	17	52	21	10	548
Gifted/talented program																						
Yes	0										0						450	64	34	2	0	564
No	47	4	9	27	57	13	28	3	6	545	138	13	44	30	12	544	13546	14	51	23	12	546

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 5

SAU: MSAD 34

School: Ames Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										2	0	0	67	33	533	4	8	38	26	28	539
B. less than one hour	68	2	6	19	59	9	28	2	6	545	58	6	45	35	14	542	70	15	52	23	10	547
C. one to two hours	32	2	13	8	53	4	27	1	7	545	39	24	46	22	7	549	24	15	51	23	11	547
D. more than two hours	0										1	0	0	0	100	508	2	9	37	24	30	539
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	37	3	18	11	65	1	6	2	12	547	38	27	44	19	10	550	34	28	50	14	8	552
B. good	35	1	6	9	56	5	31	1	6	545	43	7	42	37	14	541	45	11	54	24	10	546
C. fair	28	0	0	7	54	6	46	0	0	545	17	0	52	30	17	541	18	3	45	33	19	540
D. poor	0										1	0	0	100	0	537	3	1	29	41	29	535
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	33	2	13	9	60	3	20	1	7	546	29	25	38	28	10	548	38	22	52	19	7	550
B. They match some of what I have learned.	54	1	4	17	68	6	24	1	4	547	50	6	53	31	10	545	48	12	53	24	11	546
C. They match just a little of what I have learned.	7	0	0	0	0	3	100	0	0	538	13	11	44	28	17	543	11	6	40	30	24	540
D. There is no match.	7	1	33	1	33	0	0	1	33	536	7	10	20	40	30	533	3	6	26	29	38	534
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	15	0	0	3	43	1	14	3	43	531	22	3	47	27	23	539	17	7	42	30	21	540
B. about the same as my regular schoolwork	57	1	4	16	62	9	35	0	0	547	53	11	44	35	10	545	64	15	53	23	10	547
C. easier than my regular schoolwork	28	3	23	8	62	2	15	0	0	551	25	26	44	21	9	549	19	24	49	17	10	550
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	9	1	25	1	25	2	50	0	0	549	4	17	50	33	0	549	7	6	39	27	27	539
B. 30–45 minutes	63	2	7	19	66	7	24	1	3	547	43	12	52	28	9	547	28	9	49	28	15	544
C. 45–60 minutes	26	1	8	7	58	2	17	2	17	540	41	18	36	30	16	543	41	17	53	21	9	548
D. more than 60 minutes	2	0	0	0	0	1	100	0	0	540	12	0	50	31	19	538	24	21	51	20	8	549
How often do you use calculators in mathematics class?																						
A. almost every day	2	0	0	0	0	0	0	1	100	514	14	11	37	42	11	542	6	14	43	24	20	543
B. two or three days a week	2	0	0	0	0	0	0	1	100	500	9	8	50	17	25	539	24	17	52	21	10	548
C. two or three times each month	9	0	0	3	75	1	25	0	0	546	16	18	41	27	14	548	33	17	52	21	9	548
D. never or almost never	87	4	10	24	60	11	28	1	3	547	61	12	48	29	11	545	38	12	49	25	14	545
How often do you use hands-on materials in mathematics class?																						
A. almost every day	11	0	0	3	60	2	40	0	0	546	17	4	35	39	22	538	23	13	47	26	15	545
B. two or three days a week	22	1	10	6	60	1	10	2	20	544	41	13	47	31	9	546	31	17	52	21	10	548
C. two or three times each month	28	2	15	8	62	3	23	0	0	550	21	21	46	25	7	548	27	17	52	21	10	548
D. never or almost never	39	1	6	10	56	6	33	1	6	543	21	10	48	24	17	543	20	12	50	24	14	545
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

SCIENCE RESULTS

Test Date: March 2009
Grade: 5
SAU: MSAD 34
School: Ames Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 562–580)	2008-2009*	1	2	8	6	626	4
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 542–560)	2008-2009*	27	57	62	45	7187	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 532–540)	2008-2009*	14	30	47	34	4364	31
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (Scaled Score 500–530)	2008-2009*	5	11	21	15	1818	13

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Science Total Points	48	100	29.8	62.1	28.8	60.0	29.2	60.8
D. The Physical Setting	24	50	13.8	57.5	13.2	55.0	12.9	53.8
E. The Living Environment	24	50	16.0	66.7	15.6	65.0	16.3	67.9

The MEA assesses students’ science knowledge based on questions that measure the science accountability content standards highlighted in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard D. The Physical Setting
D1 - Universe and Solar System
D2 - Earth
D3 - Matter and Energy
D4 - Force and Motion

Content Standard E. The Living Environment
E1 - Biodiversity
E2 - Ecosystems
E3 - Cells
E4 - Heredity and Reproduction
E5 - Evolution

SCIENCE RESULTS

(CONTINUED)

Test Date: March 2009

Grade: 5

SAU: MSAD 34

School: Ames Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	47	1	2	27	57	14	30	5	11	544	138	6	45	34	15	543	13995	4	51	31	13	543
Ethnicity																						
African American/Black	1										3						382	2	31	32	35	535
American Indian or Native Alaskan	0										2						110	3	36	35	26	538
Asian or Pacific Islander	0										1						256	5	51	27	17	542
Hispanic	0										0						167	1	40	37	22	539
Caucasian/White	46	1	2	26	57	14	30	5	11	544	132	6	45	33	15	543	13080	5	52	31	12	544
Not Reported	0										0						0					
Identified disability																						
Yes	6	0	0	1	17	2	33	3	50	530	33	3	12	48	36	534	2309	2	29	39	29	536
No	41	1	2	26	63	12	29	2	5	546	105	7	55	30	9	545	11686	5	56	30	10	545
Current LEP																						
Yes	0										0						361	1	23	32	44	533
No	47	1	2	27	57	14	30	5	11	544	138	6	45	34	15	543	13634	5	52	31	12	544
Economically disadvantaged																						
Yes	18	0	0	10	56	5	28	3	17	541	65	2	38	38	22	539	5729	2	42	37	20	539
No	29	1	3	17	59	9	31	2	7	546	73	10	51	30	10	546	8266	6	58	27	8	546
Migrant																						
Yes	0										0						8	0	25	13	63	530
No	47	1	2	27	57	14	30	5	11	544	138	6	45	34	15	543	13987	4	51	31	13	543
Gender																						
Female	21	0	0	12	57	7	33	2	10	543	62	5	40	35	19	540	6886	4	49	33	14	542
Male	26	1	4	15	58	7	27	3	12	546	76	7	49	33	12	544	7109	5	54	29	12	544
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1917	1	31	41	28	536
No	47	1	2	27	57	14	30	5	11	544	138	6	45	34	15	543	12078	5	55	30	11	544
Gifted/talented program																						
Yes	0										0						450	25	72	2	1	557
No	47	1	2	27	57	14	30	5	11	544	138	6	45	34	15	543	13545	4	51	32	13	543

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 5

SAU: MSAD 34

School: Ames Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										2	0	0	33	67	527	4	2	37	35	25	538
B. less than one hour	68	1	3	20	63	6	19	5	16	545	58	3	49	31	18	541	70	4	53	31	12	544
C. one to two hours	32	0	0	7	47	8	53	0	0	543	39	11	43	39	7	546	24	5	51	31	12	544
D. more than two hours	0										1	0	0	0	100	500	2	4	39	31	26	539
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	11	0	0	3	60	2	40	0	0	546	28	11	39	34	16	542	26	7	56	26	11	545
B. good	70	0	0	20	63	8	25	4	13	545	56	4	49	32	15	544	53	4	53	31	11	544
C. fair	17	1	13	4	50	3	38	0	0	544	16	5	48	33	14	540	18	2	41	39	17	540
D. poor	2	0	0	0	0	1	100	0	0	540	1	0	0	100	0	540	3	1	33	36	30	536
How well do the questions that you have just been given on this MEA test match what you have learned in school about science?																						
A. The questions on the test match what I have learned in science class.	22	1	10	4	40	3	30	2	20	543	26	11	37	31	20	542	23	5	56	28	11	544
B. They match some of what I have learned.	61	0	0	19	68	8	29	1	4	546	52	4	54	30	11	544	48	5	52	31	12	544
C. They match just a little of what I have learned.	13	0	0	2	33	3	50	1	17	537	17	4	39	52	4	542	23	4	49	33	14	543
D. There is no match.	4	0	0	2	100	0	0	0	0	549	5	0	29	14	57	530	6	3	40	34	23	539
How difficult was the science part of this test?																						
A. more difficult than my regular schoolwork	13	0	0	3	50	2	33	1	17	542	11	0	47	40	13	541	23	5	48	31	16	543
B. about the same as my regular schoolwork	69	1	3	19	61	10	32	1	3	546	67	6	51	33	11	544	58	4	52	32	12	543
C. easier than my regular schoolwork	18	0	0	5	63	2	25	1	13	545	22	10	31	34	24	542	19	6	53	29	11	544
How often do you have science classes?																						
A. every day	66	1	3	17	59	10	34	1	3	546	29	5	50	34	11	544	33	5	51	31	14	543
B. a few times a week	27	0	0	8	67	3	25	1	8	546	63	7	46	33	13	544	45	4	52	32	11	544
C. once a week	7	0	0	2	67	0	0	1	33	535	7	0	44	22	33	535	8	4	50	30	16	542
D. a few times a month	0										2	0	0	50	50	529	15	4	52	30	14	543
Which statement best describes how you learn science?																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	29	0	0	7	54	6	46	0	0	542	19	0	50	42	8	540	30	3	48	35	14	542
B. I work in groups to design and conduct experiments.	24	0	0	8	73	1	9	2	18	544	23	3	55	19	23	543	23	2	43	37	18	540
C. I do a combination of A and B, mostly A.	33	1	7	10	67	3	20	1	7	549	32	9	49	33	9	546	27	6	58	26	9	546
D. I do a combination of A and B, mostly B.	13	0	0	2	33	4	67	0	0	545	25	9	32	41	18	541	21	6	58	27	10	545
How often do you make observations and collect data in science class?																						
A. a few times a week	69	1	3	20	65	7	23	3	10	545	51	7	49	29	15	544	47	4	51	32	12	543
B. a few times a month	11	0	0	3	60	2	40	0	0	546	25	9	59	29	3	546	27	5	54	30	11	544
C. once a month	4	0	0	1	50	1	50	0	0	549	10	0	36	43	21	539	10	5	49	30	15	543
D. never or almost never	16	0	0	3	43	4	57	0	0	543	13	0	22	50	28	534	15	3	48	32	16	542
How often do you use observations and data to support your idea about science?																						
A. a few times a week	51	1	4	16	70	5	22	1	4	548	59	9	52	29	10	546	46	4	52	32	12	543
B. a few times a month	16	0	0	4	57	2	29	1	14	542	19	4	42	42	12	542	28	5	53	30	12	544
C. once a month	13	0	0	2	33	4	67	0	0	542	7	0	22	56	22	535	11	4	47	34	15	542
D. never or almost never	20	0	0	5	56	3	33	1	11	542	15	0	40	30	30	538	15	4	50	30	16	542
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
N = Number